

Curriculum Statement 2021

1.0 What is Pace?

2.0 Our Vision

3.0 Our Mission (in relation to the Pace Integrated Curriculum)

4.0 The PACE Integrated Curriculum

4.1 Pace ethos

4.2 Pace values

4.3 Pace practice

5.0 Curriculum Aims

6.0 School Aims

Appendix 1 – Curriculum Organisation/Coverage (By subject)

1.0 What is Pace?

Pace is a family-centred charity and school which provides an innovative education for children with neuro-disabilities, based on the belief in every child's ability to learn and tailored to their individual needs.

We use our collective knowledge and skills to achieve a comprehensive understanding of the child and his/her family's unique challenges and goals in order to educate, empower and support. We always work in close partnership with our families.

Our children's current and future needs are at the core of everything we do. We have a positive belief in every child's ability to learn and strive continuously to ensure that they receive an "education for life" which enables them to be as active and independent as possible and to achieve their potential for a fulfilled life.

We are committed to achieving and advancing best practice in our field through active engagement with other partners and aim to set the standard required in transdisciplinary skillsets, teamwork and approach to best meet the needs of children with sensory motor disorders and related developmental challenges. We aim to demonstrate the impact of our approach through data collection and research.

The dedication of our staff and community of supporters is a real strength of Pace. We value and respect the contribution that **every** member of our community brings to the work of Pace.

We always seek what is best for our children and families whilst providing value for money to those who fund our work.

2.0 Our Vision

The PACE vision is that every child in the UK with neuro-disabilities, and their family, can access education and support services which are aligned with the PACE model and ethos.

3.0 Our Mission (in relation to the Pace Integrated Curriculum)

- To **demonstrate outstanding outcomes for children**, attributable to the Pace integrated education approach through the development of theory and practice at the school and beyond into our outreach and consultancy services.

- To provide an ‘**education for life**’ which looks ahead to a child’s true potential in terms of independent functional access to learning and society

4.0 The Pace Integrated Curriculum

The Pace Integrated Curriculum and its tailored design within each Pace group is centred around the following:

4.1 Pace ethos

4.2 Pace values

4.3 Pace practice

4.1 Pace Ethos

- A positive belief in the potential of every child who we support
- To keep the child’s needs at the centre of our practice
- A respect for the uniqueness of every child and their need for a bespoke provision to meet individual needs and challenges
- A commitment to empower the child and their family to achieve maximum participation in all aspects of their life now and in the future
- To nurture and respect all members of the Pace community (child/family/staff/trustees/patrons/supporters) with “**unconditional positive regard**” and value the contribution that all members of the community bring
- A commitment to use the collective knowledge and skills of a transdisciplinary team to achieve a comprehensive understanding of the child and his/her family’s challenges and goals and use these to deliver a high quality, bespoke provision
- To set the standard in a transdisciplinary approach to meeting the needs of children with motor disorders and related developmental challenges and actively demonstrate the impact of this approach
- To demonstrate “**best value/best quality**”

4.2 Pace Values

- Child, Family and Community Centred
- Empathy
- Achievement
- Expertise
- Innovation
- Dedication

4.3 Pace Practice

“The Pace Approach”– 25 years of innovation, experience and development.

- We are child and family centred
- Our practice is transdisciplinary requiring a collaborative team approach from professional staff (teachers, conductors, occupational therapists, physiotherapists, speech and language therapists and classroom assistants) and also a transdisciplinary skill set in every member of the staff team

“A transdisciplinary team is composed of members of a number of different professions co-operating across disciplines to improve patient care through practice or research”

“Transdisciplinary practice involves a team of professionals working together to deliver individually tailored intervention services to children and their families ... Role release is a defining aspect of transdisciplinary practice” (Northcott, Australia)

- Our transdisciplinary skills gained from conductive education, education, occupational therapy, physiotherapy and speech and language therapy, together with parental input and other specialists, allow for a comprehensive assessment of children’s abilities and needs which informs shared goal setting and monitoring of progress
- Our transdisciplinary skills and practice enable us to provide a bespoke learning environment and educational curriculum which are rich in learning opportunities and facilitate active learning and achievement at every level
- The construction of the daily timetable and lessons facilitates active and effective learning by preparing the child for each activity of the day
- The Pace integrated curriculum approach incorporates all aspects of developmental learning: sensory, movement, communication, play and recreation, academic, self-care, social and emotional (whole child/whole life)
- The Pace integrated curriculum approach is designed to be tailored to individual children’s learning strengths and challenges and is delivered in groups of children who have similar learning abilities and needs. The nature of these needs dictates the focus of learning priorities, the style of the curriculum delivery and the skill set of the team delivering the curriculum
- Pace practice incorporates statutory guidance and regulations, and best practice from professional and clinical standards
- Our practice aspires to be “the best we can be”, whether that is from an academic curriculum, communication/AAC, conductive education, clinical, SI or other perspective. This requires a commitment to ongoing staff training and support in observation and assessment, clinical reasoning and collaborative teamwork

Rather than being defined by a single methodology, Pace has developed its own unique transdisciplinary methodology and curriculum approach that are guided by our three curriculum drivers:

1. **Orthofunction and fulfilment:** The ultimate aim is for our young people to leave school with a sense of their place in the world. Able to problem solve, having a sense of agency, and with the resilience and wellbeing to live a fulfilling, happy life.
2. **Communication and Interaction:** Our young people have a voice! It is central to personal development to be able to express that voice. As our students leave Pace, they need to be able to take that voice into the wider world and to be heard.
3. **Access to the World:** At which ever level this is appropriate. From reaching out and exploring to being able to operate technology to control their environment to being able to use more complex software to access learning, record their thoughts and interact with the world at large.

Our methodology draws on best practice from varied clinical and educational disciplines to provide a rich and individually tailored learning environment for our children.

At the heart of the Pace integrated curriculum lays the relationship between postural, movement, sensory and perceptual skills and how they impact on conceptual / academic learning.

The integrated curriculum therefore gives priority to developing essential foundation skills which are pre-requisite to conceptual and cognitive development. Details of these skills are outlined in our **'Teaching and Learning Policy'** and **'Planning and Assessment Policy'**.

Our integrated approach provides learning opportunities for children to practice and extend their skills as learners. It also reflects our commitment to meeting the diverse needs of the children as individuals and to promoting their inclusion in the learning process within the school, home and community.

Our integrated curriculum provision is planned to meet the total needs of our pupils. The transdisciplinary team consider the child as a whole and take into consideration all of their goals when planning their programmes. High levels of differentiation combined with regular individual evaluations (which are graded against clear success criteria) ensure that progress and attainment are tracked on a daily basis and used to inform future planning.

The latest National Curriculum Guidance and latest guidance relating to the 'Early Years Foundation Stage' (EYFS), underpins the academic component of the integrated curriculum according to the age of the children concerned, which is taught through a thematic topic based rolling programme. This ensures broad and balanced curriculum coverage for all children, where prior learning is built on purposefully and consistently whilst avoiding repetition for children who may change groups at the start of a new academic year.

For children working below P3, a pre-formal curriculum is used with permission to offer a more accessible, sensory programme in which tiny steps of progress within these early P'levels can be tracked. (See **'Teaching and Learning Policy'** and **'Planning and Assessment Policy'**.)

5.0 Curriculum Aims

- To support the formation of the whole person, in a way which will enhance their quality of life both now and in the future.
- To develop mutually supporting relationships with families so that both parties (Pace and home) can contribute to the curriculum and gain knowledge and understanding of the children's needs and abilities.
- To develop each child's inner motivation and self-belief.
- To help children gain the necessary foundation skills in order to become more functionally independent as learners.
- To enable children with motor and communication difficulties to develop their skills and knowledge within the core and foundation subjects of the Early Years Foundation Stage (EYFS) and National Curriculum.

- To develop in each child an awareness of others and a sense of responsibility towards others in their home, school and community.

6.0 School Aims

- To achieve a high standard of education for children with motor co-ordination and learning difficulties.
- To ensure that the curriculum offered at Pace supports and enhances the children's access to all activities of school, family and community life.
- To secure a comprehensive and regular assessment of each child to determine their abilities across the spectrum of their development, their management and provision to meet their needs.
- To develop a successful partnership with parents and families and to provide support for all who are responsible for the care of the children.
- To provide equal opportunities and multi-cultural education for each pupil.
- To develop and enhance a successful partnership with our trustees/governors, with other schools, professionals and conductive institutes.
- To provide a transdisciplinary team which will meet the needs of the children.
- To enhance the skills and expertise of staff through internal and external training programmes, and to disseminate these skills beyond PACE where appropriate into the wider community.
- To provide a secure, safe and caring environment in which to nurture the individual needs of each child.

Reviewed: October 2021

Date of next review: October 2022

To be reviewed by: Polly Kempson

Appendix 1 – Curriculum Organisation and Coverage (by subject)

Literacy

- The separate skills of Literacy are best developed through work which integrates and links these skills. We seek to provide activities which are interesting and motivating in themselves and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language. It is also necessary to

focus separately on aspects of knowledge about the language at times so that children learn what they need to know in a systematic way.

- The programme of study for Literacy outlines coherence and progression within the Key Stages based on the National Curriculum in Key Stages 1, 2 and 3.
- The programme of study for those children working below Level 1 of the National curriculum is informed by The Equals Guide to the Literacy Curriculum and from the Whitefield's Communication and Language Pre-formal Curriculum.
- Although Literacy is clearly a cross-curricular subject, children are taught specific skills and concepts during discrete Literacy lessons, group communication* lessons, individual communication* programmes and during the conductive daily programmes. We follow the literacy-hour lesson model flexibly but ensure that the appropriate balance of whole group and individual teaching is retained.
- Literacy is also an integral part of all work in other subjects and, as such, is ongoing throughout the day at Pace. Some more time in the week is set aside for individual independent reading where this is appropriate, and all children have access to reading scheme books to take home.
- Key Literacy skills development and increased opportunities to practice reading and writing are becoming embedded across the curriculum as a key strand as part of the curriculum development project being undertaken this year.

Mathematics

- Although Mathematics is clearly a cross-curricular subject, pupils are taught specific skills and concepts in Mathematics lessons and during the daily programmes.
- The Pace planning documents are based on the Programmes of Study for pupils working at National Curriculum level 1 and above and 'P' level targets taken from the Equals Maths framework for pupils working below level 1 and the Whitefield's Pre-Formal Curriculum – Exploring and Ordering the World.
- Across all Key Stages Mathematics is taught as a discrete subject but also forms an integral part of all topic work and, as such is ongoing throughout all of pupils' learning.
- Key numeracy skills are becoming embedded across the curriculum as a key strand as part of the curriculum development project being undertaken this year.

Science

- In the teaching and learning of science we follow the National Curriculum programmes of study (Life Processes and Living Things, Materials and their Properties, Physical Processes) and teach scientific enquiry within the programmes of study.
- Planning for children in the Foundation Stage is based on the Early Learning Goals.
- Planning in Key Stage 1,2, 3 and 4 is based on the QCA framework in the Science Scheme of work. Where children are working below N.C level 1 they follow a curriculum

which reflects P levels and is based upon the Equals Science Scheme of work or, if more appropriate, the Whitefield's Exploring and Ordering the World Pre-Formal Curriculum.

- Science is taught as a discrete subject but is also integrated into other subject areas where appropriate.
- A wide variety of communication aids are used within Science from simple PCS symbol cards to complex communication books and from simple speech aids (switches) up to complex communication systems (Tellus, Dynavox).

Music

- In order to achieve the aims outlined previously approximately 18 designated music lessons are time tabled across the year throughout Key Stages 1-3, with approximately 12 in Key Stage 4.
- Music lessons, planned to develop certain musical skills, concepts, knowledge or attitudes, are time tabled throughout all the Key stages and outlined on the rolling programmes, additional music teaching will be of a cross-curricular nature and planned in the conductive movement activities, while some will be specifically.
- Learning in music is essentially practical using the music resources available for teachers / conductors and children. This will be enhanced by the use of some Soundboards, a Soundbeam, CDs and regular live music opportunities.

History

- In order to achieve the aims outlined above, the teaching of History at Pace forms part of a cross-curricular, topic based three-year rolling programme. Topics may be History-based where History is the main focus of the topic with other curriculum areas playing a complementary role. History may also be the minor subject in a topic which has another curriculum area as its focus, for example Art, Design and Technology, or Science, English and Geography.
- History is identified and valued as a subject in its own right, even when it is taught within an integrated topic. Certain topics provide opportunities for the development of cross-curricular themes, dimensions and skills. The Programmes of Study for History are enriched by looking at the history of the local and regional areas and how this relates to Britain and its place in world history.
- Within History, learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to small groups in a number of ways: by providing direct, 'hands on' experience of historical resources and materials, for example artefacts, pictorial and written sources, buildings, people and so on; by teacher prepared materials such as worksheets and by practical tasks developed for the pupils. Whenever possible and appropriate educational visits are included in a history topic, making use of locations accessible to the school.
- Pupils may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve information from the library, information from the family, collecting objects or pictures and so on.

- People with an interest in or expertise in a particular topic or area of history may be invited into school to work with the pupils. Such visitors may include parents, grandparents, other family members, neighbours and people from the local community.
- Subject planning and evaluation for history work is usually incorporated into topic planning. Planning and evaluation of history topics at a whole school level, in order to implement any necessary changes, takes place annually.
- Within a class group History work may be developed for the whole group, for individual pupils, or for groups of pupils according to age or ability.
- History may be taught as a separate subject or included in topic work. Each conductor/teacher ensures that throughout the year all History topics specified in the whole school topic plans are covered in the correct amount of detail. Planning on a weekly basis takes account of the work to be covered in a History, based topic.

Geography

- Approximately eighteen lessons of teaching time within one year are allocated to Geography. Geography is taught in discrete lesson slots, as well as part of a possibly wider-ranging topic. It is recognised that the use of an integrated approach to topic work means that the time allocation will vary from group to group.
- Conductors/teachers ensure that the subject is adequately represented in terms of the overall curriculum timetable in each group. The whole school annual topic plans are devised to ensure that Geography has the correct amount of allocated time within any year and within each Key Stage.
- At Pace, the importance of outdoor work in Geography is appreciated. In order to facilitate this, help and advice will be given to staff; and trails, within school, around school, in the school grounds, within the immediate vicinity of the school and around the locality will be implemented.

Art

- In order to achieve these aims Art and Design is planned as part the rolling programme of study for each Key Stage. The Art and Design lesson is delivered to have a dual focus on hand skills. Evaluation of individual achievement is recorded in pupils' progress files.
- When planning and developing activities for a programme of Art and Design, four major components are considered.
 - Subject matter
 - Media
 - Key elements of Art and Design
 - Experience to be given
- Within Art and Design activities, learning is sequenced to ensure continuity and progression. Pupils are taught through a combination of direct teaching

(providing pupils with real experience), use of teacher-prepared materials, other artists' work, educational visits and other resources such as Information Technology.

- Art is taught by all group teachers/conductors/ OT.

Design and Technology

- To achieve the aims outlined previously, the teaching of Design and Technology at Pace is embedded within the rolling programme for each Key Stage. We attempt to co-ordinate the Design and Technology curriculum within an integrated topic, thus providing development of skills and integration with other subjects e.g. History or Geography and non-curriculum areas in the Conductive daily routine. There will be a balance between practical applications through topic work and specific skill teaching by the teacher / conductor.
- Design and Technology is taught through a combination of direct teaching to introduce new skills, and by providing pupils with real experiences in appropriate contexts during the daily routine.
- Each conductor, teacher and OT ensures that, throughout the year all targets listed in the rolling programme have been covered. Planning for Design and Technology is done with the dual focus of developing fine motor and independence skills in mind and is done with input from the teacher, conductor and OT in each group.

PSHCE

- Every class has a weekly timetabled session of PSHCE learning every week. This may be part of the SMSC (Spiritual Moral Social and Cultural) learning that takes place weekly through class and whole school assemblies.
- In addition to this, PSHCE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
- PSHCE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional discussion session in response to a particular event or issue.
- Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development (SMSC), promoting our school's values and celebrating achievement.
- PSHCE is taught in an age appropriate, relevant and accessible way given the complex and varied needs of Pace children from one group to the next.
- PSHCE is embedded within the Pace integrated curriculum framework daily through self-care activities, eating and drinking and incidental learning opportunities throughout the school day.

SMSC

- Whole school SMSC Assemblies take place weekly through the school year and each day time is set aside for a short period of reflection within the class groups.

- The content of the SMSC Assemblies, may also reflect specific religious festivals, special days e.g. birthdays or events in the life of the School. Such assemblies may also provide an opportunity to celebrate personal or collective achievement or focus our thoughts on a specific issue or individual, for example, a child / adult who is ill or in hospital.
- Assemblies are planned to foster a sense of the spiritual, by providing time to be still, to be quiet, and for reflection. Music may be played or a candle lit, to instil a sense of calm. On occasions, staff and pupils maybe invited to engage in Acts of Collective worship.
- At the end of each term there is a whole school Celebration of Achievement to which parents and carers may be invited. During these assemblies the individual achievements of each pupil are recognised and celebrated by the school community.

ICT

- When children enter the school provision the focus on the foundation skills required for the development of fine motor and perceptual skills continues through the conductive programme. Opportunities for practising ICT skills are provided according to the needs of the child. The use of switches, communication devices and the computer to facilitate AAC and to enhance learning is integrated throughout the day. Children are familiarised with Picture Communication Symbols in their communication books and during academic lessons for communication and recording their work.
- ICT is used to record children's work and as a teaching resource for literacy and numeracy. The skills needed for the students to access their learning materials and record their work are becoming embedded across the curriculum as a key strand as part of the curriculum development project being undertaken this year.
- In all groups, it is the programme leader's responsibility to plan for the use of ICT in their lessons according to Pace's curriculum policy.
- The seating and postural requirements of children whilst using ICT equipment are monitored carefully by staff to ensure its effective use, as well as to encourage a good postural and motor habit in each child. In addition, the provision of switch access to support independent powered mobility is an ongoing focus.

Religious Education

- Religious Education is taught in discrete weekly lessons lasting around 35 minutes and some elements may also be included in topic work.